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ABSTRACT

The purpose of this study was to describe tutor and student participants in a national volunteer adult literacy program, the National Affiliation for Literacy Advance, and obtain a measure of student reading achievement over time. A sample of 1,000 tutors, each representing themselves and one of their students was selected. Information was acquired regarding personal, occupational, educational, and program characteristics of students and tutors. The findings revealed tutors to be a relatively homogeneous group, white, college-educated, female, and between 40 and 60 years old. Students were about evenly divided by sex, an average of 36, urban, mostly married, typically elementary grade level, and 62 percent English speaking. The Adult Basic Learning Examination reading test was used to measure reading change. A positive reading grade level change was demonstrated by 68.5 percent of the students; Mexican-Americans and orientals showed the highest percentage gains, followed by whites and blacks. Previous educational attainment, number of hours taught, and length of class were other factors related to reading change. None of the selected tutor characteristics were associated meaningfully to student reading grade level change. Future recommendations involved the study of program dropouts, student recruitment, tutorial attitudes and mastery, and testing/data collection procedures for literacy councils. (EA)

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A DESCRIPTIVE STUDY

OF A

NATIONAL VOLUNTEER LITERACY

PROGRAM

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Purpose

The purpose of this study was to describe tutor and student participants in a national volunteer adult literacy program and obtain a measure of student reading achievement over time. The literacy program was under the auspices of the National Affiliation for Literacy Advance (NALA).

The National Affiliation for Literacy Advance (NALA)

NALA was the first and, so far, is the only United States national volunteer organization with literacy education as its exclusive concern.[1] It was established in January, 1968, as an affiliation of autonomous literacy councils and individuals with a common interest in adult literacy. Among NALA's objectives are the following:

> --to provide a forum and clearinghouse for exchange of ideas and experiences between individuals and recognized organizations involved in voluntary literacy education activities in the United States and Canada.
>
> --To establish and maintain standards of certification of volunteer literacy tutors, trainers, writers and leaders in volunteer literacy programs and projects.

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[1]NALA is a membership organization of Laubach Literacy, Inc., a private, non-profit educational corporation founded in 1955 by Dr. Frank C. Laubach.

--To train and certify volunteer tutors, trainers, writers, and leaders of literacy programs.

--To provide counsel and guidelines for the establishing and administration of volunteer literacy councils and projects.

From a total membership of 2,030 in August, 1968, NALA by March, 1974 had grown to 13,182 members, including affiliations with 287 individual literacy councils.

Review of the Research in Volunteer Literacy Education

A review of the research literature in volunteer literacy settings reveals little in terms of generalizable results to any large group of students or tutors or significant geographical areas. This is not surprising considering the very recent proliferation of this type of educational programming and the lack of any national coordinating body until 1968.

The existing literature addresses itself mainly to the characteristics and attitudes of volunteer tutors and their students, in very limited numbers and settings. No study was located that measured student reading progress over time in a non-governmental volunteer teaching program.

Tutor Characteristics

A study by Cortright[1] investigated basic demographic characteristics of participants enrolled in a volunteer

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[1]Richard W. Cortright, "Profile of a Literacy Teacher," Adult Education, Spring, 1965.

teacher training workshop in Washington, D.C.

Of the 164 participants, 83.4% were women. They were--typically--married, Protestant, and active in a number of community organizations. The age range of the women was 15 to 75, with an average age of 42.9. Most had no pre-school children at home. Their average educational attainment was equivalent to the junior year in college.

Men were only 16.6% of the total workshop participants but, like the women, were Protestant, 42.7 years old, and active in community activities. Fifty-seven per cent of the men were single, compared to only 36% of the women. Educationally, the men averaged 16.6 years or more than half a year beyond the bachelor's degree. About two-thirds of the men and one-third of the women were employed in professional occupations.

The effects of a short-term workshop on volunteer tutor attitudes concerning adult illiterates were studied by Laubach, Cortright, and Johnson.[1] The workshop participants were 63 suburban housewives from the Milwaukee, Wisconsin area. They were randomly divided into experimental and control groups. A 100-item, true or false response questionnaire was employed to assess the knowledge and attitudes of the participants toward illiterates, and the methods of teaching and motivating them.

The questionnaire was administered to both experimental and control groups at three different times: (T_1)

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[1]Robert S. Laubach, Richard W. Cortright, and Raymond L. Johnson, A Measurement of the Educational Relevance of a Short-Term Training Program for Adult Literacy Teachers (U.S. Department of Health, Education, and Welfare, June, 1968).

before the nine-hour (over three days) workshop began; (T_2) upon completion of the workshop; and (T_3) after the experimental group taught their new students for 20 hours. The control group did no teaching during this 10-week period.

A significant shift in attitudes was noted in both the experimental and control groups from T_1 to T_2. This change was attributed to the workshop content. No change of attitudes was apparent from T_2 to T_3 for the control goup, but the experimental group had changed back to many of the opinions expressed at T_1, before the workshop began.

The authors concluded that the teaching experience had caused this shift and that "a short-term training course for adult basic education teachers does not effect permanent change of attitudes."[1]

Student Characteristics

Firoza[2] made a general survey of non-governmental agencies with adult basic education activities for the Adult Education Association. A total of 270 of the 600 agencies contacted responded to the association's questionnaire and supplied the following student data:

1) Sex--48% males; 52% females.

2) Race--51% white; 49% non-white.

3) Age--18-25, 26%; 26-40, 40%; and 41+, 34%.

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[1] Ibid., p. 11.

[2] Ahmed Firoza (ed.), Survey and Directory of Non-governmental Agencies Involved in Adult Basic Education Programs in the U.S.A. (Washington, D.C.: Adult Education Association of the U.S.A., 1966).

Firoza reported that 95% of the responding agencies used volunteer teachers in their adult basic education programs, one-third of which were government-supported vocational training projects. No characteristics of these teachers were included in the survey.

Most of the education classes (42%) were held in the same building occupied by the non-governmental organization. Another 25% of the students were taught in public school buildings, 23% in churches, and 10% in public libraries. Fifty-one per cent of these facilities were located in suburban-residential areas, with 25% in business districts, and 23% in rural settings.

Buttz,[1] in a doctoral study of four volunteer literacy councils in Indiana, found students representing a wide range of demographic characteristics. The 42 students studied were 74% men and 26% women. Whites accounted for 83.4% and blacks, 16.6%. The age range was from 16 to 69, with 20 of the 42 students under age 30. Twenty-five students were married, 12 single, and five were widowed or divorced.

One-third of the group had completed the third grade or less, with all other students at the sixth grade or higher (none completed just the fourth of fifth grades). Two students were high school graduates.

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[1]John R. Buttz, "Educational Goals and Motivational Determinants Inherent in Participants in Volunteer Literacy Education" (unpublished Doctoral dissertation, Indiana University, 1968).

The mean annual personal income was $3,859. Students who completed sixth grade and higher were, on the average, earning only $578 more per year than those with a third grade education or less.

When asked for the main reason they could not read, most students (13) replied that it was due to a "home influence." Twelve students stated their inability to read was caused by failure on the part of their school or former teachers. Eight attributed their reading problems to themselves, and four said they had trouble with their health.

Half of the students had been receiving volunteer reading instruction for three months or less. The range of time of participation, however, was from one week to five years.

Summary of Research

The research literature in volunteer literacy education is somewhat fragmentary and narrow. It points to the supposition that a highly homogeneous group of highly educated, white, middle-class tutors are engaged in a number of programs with a remarkably diversified student population-- by sex, race, age, and even educational attainment.

Along with broadening and enlarging studies of volunteer programs, is the need to assess student achievement. Among his recommendations for future research, Buttz states that "Such factors as the length of time spent in the program as compared with the reading progress being made are critical factors. . . ."[1]

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[1] Ibid., p. 102

Research Design

A research design was required to fulfill the following study objectives.

1. Obtain a representative demographic description of NALA tutors and their respective students, along with pertinent program-related data.
2. Obtain a representative measure of student change in reading comprehension.

A sample survey or "one-shot descriptive study"[1] was employed to secure demographic information on tutors and students. Because of the wide geographical distribution of NALA groups, a mail questionnaire was selected as the method of data collection. This phase of the study was called the Sample Survey, Part One.

Reading change was measured through the use of two equivalent forms of an adult reading comprehension test, administered at two different points in time. The first test was to be returned along with the materials in the Sample

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[1] Jack B. Haskins, The Controlled Field Experiment: A Research Design to Measure the Effects of Mass Communication (Syracuse, N.Y.: Syracuse University, 1967), p. 18 (Mimeographed.)

Survey, Part One. The return of the second test was referred to as Sample Survey, Part Two.

In order to determine which tutors were currently teaching, a NALA Leader Survey was conducted. In a brief letter-questionnaire combination, leaders were asked to indicate the teaching status of each member in their group.

Using Haskins' notational system,[1] the study design could be summarized this way:

t_0	t_1	t_2	t_3	t_4
P_1	M_1	--	--	--
P_2	--	M_2	--	--
	--	M_{3a}	X_f	M_{3b}
P_3	--	M_4	--	--

t - a point in time

P_1 - NALA leader population

P_2 - student sample

P_3 - tutor sample

M_1 - self-administered NALA leader questionnaire

M_2 - tutor-administered student interview

M_{3a} - tutor-administered adult reading test, form a

M_{3b} - tutor-administered adult reading test, form b

M_4 - self-administered tutor questionnaire

X_f - forced exposure to a program of literacy instruction

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[1] Ibid., pp. 13-18.

Definition of Study Population

At the time of this study, NALA had a total membership of 5,079. Of that number, 751 were "single" members and 4,328 were "group" members from 119 NALA groups. Single members were tutors either working on their own, or most often, with local literacy groups not affiliated with NALA. Since these members frequently used different teaching materials, received different training, and were relatively few in number, only group members were considered in this study.

The population was further defined to include only tutors who were currently teaching. This allowed the simultaneous selection of tutors and the students they were instructing. To obtain this data, the Leader Survey was conducted. Combination letter-questionnaires were sent to 119 NALA leaders requesting current information on the teaching status of their members. Enclosed on separate cards were the names and addresses of members for that particular group. Leaders were asked to indicate on each card whether the tutor was currently "teaching an adult now" (age 16 or older), a "child now," "both adults and children now," "not teaching now," or "not teaching now, but will be teaching at least one adult by September 30." This final category was designed to reduce the temptation to place tutors in a "teaching now" category who were only considering teaching in the near future. Only tutors indicated as "teaching an adult now" or "teaching both adults and children now" were eligible for sample selection.

A 100% response rate from the NALA Leader Survey yielded the final population for study: 1,565 tutors from 105 groups. Each of these tutors was reported to be teaching at least one adult student. Fourteen groups had no one actively teaching and were not included in the study population.

The Sample

In order to achieve a representative selection of tutors and students for study, a stratified random sample was employed with proportional allocation from each stratum. Each stratum consisted of one NALA group. This procedure assured the inclusion of every group in the population, with each group contributing to the sample a number of tutors and students proportional to its size in the population.

A final sample of 1,000 was chosen. Respondents were selected by randomly drawing 63% of the tutors from each group.[1] Each tutor selected also represented his student. Tutors with more than one student were given instructions to select the student to participate in the study through the random procedure of drawing lots.

Instrumentation

Appropriate instrumentation to achieve the study's objectives was developed through a review of the literature,

[1]From a total of 1,565 tutors, 985 were chosen in this manner. To attain the necessary total of 1,000, 15 additional tutors were drawn, one from each of 15 randomly selected groups.

NALA's program needs, and the suggestions of members attending a national conference.

Two different information-seeking forms were developed, one for tutors and one for their students. Both instruments included multiple-choice and brief open-ended questions. The Tutor Questionnaire was self-administered. The first 12 questions of the Student Interview were completed by the tutor. These questions required knowledge of the student's sex, ethnic group, etc. The 35 questions in part two of the interview were read to the student, with responses recorded by the tutor. The information requested was grouped into the following categories for both tutors and students: Personal Characteristics (e.g., sex, age, ethnic group); Occupational Characteristics (e.g., current employment status, income); Educational Characteristics (e.g., highest grade in school); and Program Characteristics (e.g., hours taught, lesson progress). Altogether, 93 variables were examined and coded onto Optical Scanning Corporation machine answer sheets for data processing.

Testing the Instruments

The Tutor Questionnaire was tested by 90 tutors attending the NALA National Conference, April 22-23, 1970, in Bagdad, Kentucky. In addition to filling out the questionnaire, suggestions for altering the questions and physical format were requested. Each tutor who was currently teaching an adult student was asked to administer the Student Interview following

the conference and return it by mail. Fifty completed Student Interviews with tutor comments attached were received.

As a result of this testing, it was decided to have tutors record responses directly on the questionnaire and interview forms instead of on the answer sheets. Filling out sheets proved to be a tedious and unfamiliar task for tutors. It was felt that the survey completion rate could be increased and the percentage of errors reduced if the investigator, rather than the tutors, transferred all data to the answer sheets.

The Reading Test

A test to measure student change in reading comprehension was sought that fulfilled the following criteria:

1. Appropriate content for adults. Subject matter of interest to low-achieving adults has been widely adopted for use in instructional reading materials.[1] It would seem reasonable to follow a similar approach in the testing of these adults. More specifically, a study by Damming and Pressey demonstrated improved performance by adults on tests

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[1]See Frank C. Laubach, Elizabeth Mooney Kirk, and Robert S. Laubach, The New Streamlined English Series (Syracuse, N.Y.: New Readers Press, 1969); also R. Lee Henney, System for Success (Chicago: Follett Publishing Co., 1965; Dee D. Hancock, From A to Z (Austin, Texas: Steck-Vaughn, 1966); Byron E. Chapman, et al., The Mott Basic Language Skills Program: Comprehension Series: Read--Understand--Remember (Galien, Mich.: Allied Education Council, 1968).

with adult content than with tests of the same abilities with more general content.[1]

2. Unrestricted time limit. Speed as a factor in adult intelligence and learning ability has appeared consistently in the literature since 1928.[2] The positive relationship between generally slower response and increased age has been clearly established. It was, therefore, decided to employ a power rather than a timed test.

3. Measurement of reading comprehension as low as first grade. Recent data on public school adult basic education indicated that 132,294 or 30% of its students were in the first to third grade levels.[3] It was assumed that the NALA student population would also contain students in this grade range.

4. Simplicity of administration. Since no data to the contrary were available, it was assumed that a substantial

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[1]J. A. Demming and S. L. Pressey, "Tests 'Indigenous' to the Adult and Older Years," Journal of Counseling Psychology (Summer, 1957), pp. 144-148.

[2]See early works by Thorndike: Adult Learning, 1928; Adult Interests, 1935; The Psychology of Wants, Interests, and Attitudes, 1935. See also Irving Lorge, "Thorndike's Contribution to the Psychology of Learning," Teachers College Record (May, 1940), pp. 778-789; J. R. Kidd, How Adults Learn (New York: Associated Press, 1959), pp. 60-91; Dwight C. Rhyne, "Variations on a Theme by Thorndike," Adult Education (Winter, 1962), pp. 91-97; Wayne Otto and David Ford, Teaching Adults to Read (Boston: Houghton Mifflin Co., 1967), pp. 34-42; Edwin Smith, Literacy Education for Adolescents and Adults (San Francisco: Boyd & Fraser Publishing Co., 1970), pp. 31-45.

[3]Adult Basic Education Program Statistics, 1970, p. 18.

number of volunteer tutors had no formal training or prior experience in testing.

The Adult Basic Learning Examination (ABLE) was selected for use in this study.[1] ABLE is a series of three tests designed to measure educational achievement levels among adults in the areas of vocabulary, reading, spelling, and arithmetic. Level I is written for grades 1-4 (scoring scale actually provides a range from below grade one to grade six); Level II, grades 5-8; and Level III, grades 9-12.

The reading test in ABLE, Level I, equivalent forms A and B, were used to measure reading change. Each test consisted of 51 sentences and short paragraphs of gradually increasing length and difficulty. From the student's understanding of the passage, he was to check one of three alternative choices for a deleted word or phrase.

The ABLE Handbook provides a verbatim format for the administration of both forms of the reading test, including sample questions. No time limit is imposed, but the authors of the test state that 30 minutes is the average completion time.

All tests were marked by the investigator, with raw scores converted to grade scores for comparability with other studies of adult populations. ABLE's grade scores were developed by testing 1,000 pupils in grades 2-7 from four different school districts in four different states. Pupils

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[1] Bjorn Karlsen, Richard Madden, and Eric F. Gardner, Adult Basic Learning Examination, Level I (New York: Harcourt Brace & World, Inc., 1967).

were first given the Stanford Achievement Test and then ABLE one week later. Research testing was also conducted with 4,540 adults from public school adult basic education classes, a Job Corps program, and a number of penal institutions.[1] Among these students were both native English speakers and those learning English as a second language.

ABLE has been authorized for use by the United States Employment Service,[2] and is in use in a wide number of adult basic education programs, including those in the states of New York and Michigan.[3]

Sample Survey Procedures

After the Leader Survey to determine which NALA members were teaching, the sample of 1,000 was selected. All the Sample Survey materials were sent in a single test package, after an advance letter notified each tutor of his selection. The NALA Survey Timetable of all mailings and procedures is

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[1] Bjorn Karlsen, Richard Madden, and Eric F. Gardner, Adult Basic Learning Examination, Level I, Handbook (New York: Harcourt, Brace & World, Inc., 1967), and "ABLE, A Supplementary Data Report," (New York: Test Dept., Harcourt, Brace & World, Inc., November, 1968).

[2] Robert C. Droege, "Testing Disadvantaged Adults," Adult Basic Education: The State of the Art, William S. Griffith and Ann P. Hayes (Washington, D.C., U.S. Government Printing Office, March, 1970), p. 96.

[3] Adult Basic Education New York State, A Two Year Study (Albany, N.Y.: The State Education Department, Bureau of Basic Continuing Education, 1967), p. 10; and Joseph C. Paige, "The Detroit Urban Adult Institute," Strategies for Adult Basic Education, Joseph A. Mangano (ed.) (Newark, Del.: International Reading Assoc., 1969), p. 43.

in Table 1. The following items were included in each package:

Cover letter
Tutor Questionnaire
Student Interview
ABLE Handbook
ABLE, Level I, form A
ABLE, Level I, form B
Incentive coupon
Combination instruction sheet and Student Record for tabulating number of hours taught and other program data
Self-stamped, self-addressed air mail envelope marked "A"
Self-stamped, self-addressed air mail envelope marked "B"

Tutors were to complete the Tutor Questionnaire administer the Student Interview, and the reading test in ABLE, form A, and return these items in envelope "A" as soon as possible.

The reading test in ABLE, form B was to be administered after 50 hours of teaching or by June 1, 1971, whichever came first. If a student indicated that he wished to separate himself from the program before either of the above, the tutor was to give the second reading test immediately and return it in envelope "B."

Each tutor and student pair were assigned an identification number to identify individuals, groups, regions, pre- and post-tests and to restrict follow-up letters to only non-respondents. Identification numbers were coded on the outside of both return envelopes with the prefix, "Room," (e.g., "Room 504" indicated group number 5, the fourth tutor-student pair).[1]

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[1] M. Rollins, "The Practical Use of Repeated Questionnaire Waves," Journal of Applied Psychology, XXIV (1940), 770-772.

Anonymity

All tutors were told that responses would be strictly confidential. Student anonymity was assured, for student names were not requested on any survey form, nor could they be traced through any membership files by knowing the tutor's name.

Response Rate

The validity of a mail sample survey depends, to a great extent, upon its rate of response, with 100% as the ideal. For every person who does not respond, the representativeness of the sample is diminished. At what point the rate of response is adequate or disasterous greatly depends on the nature of the study and its objectives. Researchers generally agree, however, that the minimum acceptable response rate for mail surveys should be 50%.[1]

Fifty per cent was used as the lowest acceptable response rate for this study. Since there were three types of responses anticipated, respondents were operationally defined as follows:

1. Leader Survey--Respondent: Any leader who indicated the teaching status of all members in one particular group.

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[1]Paul L. Erdos, Professional Mail Surveys (New York: McGraw-Hill Book Co., 1970), p. 144.

2. Sample Survey, Part One--Respondent: Any tutor who completed the Tutor Questionnaire, administered the Student Interview and ABLE, form A, or any tutor who indicated that he was not currently teaching.

3. Sample Survey, Part Two--Respondent: Any tutor who supplied dropout data in response to question 12 of the Student Record.

Techniques to Maximize Response

In order to maximize the response rate, a number of special techniques were employed:

1. Advance letter--A letter sent to tutors in the Sample Survey, Part One to outline the study before the arrival of the test package.[1]

2. Cover Letter--An overall description of the study's purpose and the materials enclosed in the test package.[2]

3. Return Envelopes--To facilitate responses. One was used in the Leader Survey and two were enclosed in the test package.[3]

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[1]William Kephart and Marvin Bressler, "Increasing the Responses to Mail Questionnaires: A Research Study," Public Opinion Quarterly, XXII (1958), 123-132; and Sol Levine and Gerald Gordon, "Maximizing Returns on Mail Questionnaire:A New Technique," Public Opinion Quarterly, XXII (1958), 568-575.

[2]S. Robin, "A Procedure for Securing Returns to Mail Questionnaires," Sociology and Social Research (1965), pp. 24-35; and D. Sigband, "The Cover Letter," Journal of Marketing (1953).

[3]John T. Gullahorn and Jeanne E. Gullahorn, "An Investigation of the Effects of Three Factors on Response to Mail Questionnaires," Public Opinion Quarterly, XXVII (1963),

4. Follow-up letters--To encourage responses. Two used in Leader Survey; four used in Sample Survey, Part One; two used in Sample Survey, Part Two.[1]

5. Reminder letters--To keep participating tutors in Sample Survey, Part Two, informed of the study's progress and provide deadline information on the administration of ABLE, form B.

6. Air mail postage and stickers--Used on all outgoing and return envelopes. Initial letter in Leader Survey was also certified.[2]

7. Letterhead stationery--Used for all correspondence.[3]

8. Setting of deadline--Used in Leader Survey and both parts of the Sample Survey.[4]

9. Incentives--All tutors completing both parts of the Sample Survey were promised their student's test scores and a $10 discount coupon for the purchase of literacy materials from New Readers Press, Syracuse, New York.[5]

294-296; Christopher Scott, "Research on Mail Surveys," Journal of the Royal Statistical Society, XXIV (1961, Series A), 143-195; and David Wallace, "A Case For and Against Mail Questionnaires," Public Opinion Quarterly, XVIII (1954), 40-52.

[1]Kephart, pp. 123-132; and Scott, pp. 143-195.

[2]John A. Clausen and Robert N. Ford, "Controlling Bias in Mail Questionnaires," Journal of the American Statistical Association, XL (1947), 497-511; and John T. Gullahorn and Jeanne E. Gullahorn, "Increasing Returns from Non-Respondents," Public Opinion Quarterly, XXIII (1959), 119-121.

[3]L. Robinson, "How to Boost Returns from Mail Surveys," Printer's Ink (1952).

[4]A. L. Ferris, "A Note on Stimulating Responses to Questionnaires," American Sociological Review, XVI (1951), 247-249.

[5]See Joseph C. Bevis, "Economical Incentive Used for Mail Questionnaire," Public Opinion Quarterly, XII (1948), 492-493; Paul L. Erdos, "How to Get Higher Returns from Your Mail Surveys," Printer's Ink (1957), pp. 30-31; J. W. Hancock, "An Experimental Study of Four Methods of Measuring Unit Costs of Obtaining Attitudes Toward the Retail Store," Journal of Applied Psychology, XLI (1940), 213-230; J. B. Knox, "Maximizing

10. Impersonal salutation and facsimile signatures--Used in all correspondence for economic purposes, but they have been shown to have no significant effects on returns when compared to personalized salutations and genuine signatures.[1]

11. Inclusion of titles with signatures--Used in all correspondence.[2]

12. Follow-up phone calls--To collect vital information from a limited number of people who failed to respond to follow-up letters. Six were used in the Leader Survey, and three in the Sample Survey, Part Two.[3]

Analysis of Data

Mail returns for the Leader Survey and Sample Survey, Parts One and Two, were examined by the daily frequency of returns and by per cent cumulative total. Tutor and student demographic and program-related data were analyzed by frequency and per cent. Differences between the pre-and post-reading tests were assessed by a matched "t" test. Reading

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Responses to Mail Questionnaires: A New Technique," Public Opinion Quarterly, XV (1951, 366-367; R. A. Robinson and Philip Agism, "Making Mail Surveys More Reliable," The Journal of Marketing, XV (1951), 415-424; J. J. Watson, "Improving the Response Rate in Mail Research," Journal of Advertising Research, V (1965), 48-50.

[1]Jack B. Haskins and Barry M. Feinberg, Newspaper Publishers Look at Research: Its Role in Future Changes, Opportunities and Problems (Syracuse, N.Y.: Syracuse University, 1968); W. M. Weilbacher and H. R. Walsh, "Mail Questionnaires and the Personalized Letter of Transmittal," Journal of Marketing, XVI (1952), 331-336.

[2]Allan G. Roeher, "Effective Techniques in Increasing Response to Mailed Questionnaires," Public Opinion Quarterly, XXVII (1963), 299-302.

[3]Marjorie N. Donald, "Implications of Nonresponse for the Interpretation of Mail Questionnaire Data," Public Opinion Quarterly, XXIV (1960), 99-114; Donald S. Longworth, "Use of a Mail Questionnaire," American Sociological Review XVIII (1953), 310-313.

grade level change was compared with selected tutor, student, and program-related characteristics by employing the chi-square test. This was also used in an analysis of student persisters and dropouts and selected tutor, student, and program-related characteristics.

The Tele-Storage and Retrieval System (TSAR) program was used for information processing with the IBM System/360 Series computer.

Limitations of This Study

Interpretation of data resulting from this study requires that the reader be aware of limitations that may have affected its findings. Although the investigator does not feel these limitations are critical, they do affect conclusions that can be drawn from the study results.

Research Design

The design element of this study that determined reading change does not conform to the requirements of an experimental design, for there is no control group. To establish one would have meant withholding reading instruction from a randomly selected group of students for an equivalent period of time as those receiving instruction, or about 10 months. This was not considered feasible. However, since the study objectives were mainly descriptive in nature, the inability to account for all the variables possibly affecting causation was not considered a serious limitation.

Population

Due to the lack of existing data, there was no way of determining how representative NALA tutors and students are in terms of other literacy volunteers and their students. The wide geographical distribution of NALA groups probably reduces this limitation, but it should be kept in mind that the referent population for this study was all NALA members who were teaching and not all volunteer tutors and students engaged in a literacy education program.

Reading Change

Reading grade level change in this study refers to differences in grade scores between ABLE, Level I, forms A and B. A uniformly-administered, commercially-produced test lacks the flexibility to meet the requirements of all groups of students in every part of the country. ABLE's grade score scale rates students from "below 1.0" to "6.0+." How far below and how far above these limits could not be determined using these tests.

The effect of tutor influence on student test performance could not be measured in this study. It was hoped that by choosing a test that provided a verbatim set of instructions and examples for each test form this effect was minimized.

Grade Scores

Grade scores and their equivalents correspond to the median scores made by school children at that specific grade

placement. This approach assumes a uniform acquisition of reading achievement through a 10-month school year, and from one year to the next. Using grade scores to describe adult reading progress fails to account for the broader life experiences of the adult which may not be measured by his test performance, but may be of considerable consequence when the adult is confronted with a real-life reading situation. In spite of these qualifications, the grade score remains the chief means of comparing differences in reading achievement and has definite utility in adult programs.[1]

Guessing

The use of a multiple choice test permits guessing and there is no appropriate compensation for guessing in ABLE's scoring procedures. However, research conducted into adult test-taking behavior, using ABLE, demonstrated that guessing may not be a serious factor.

> It was found that as an item becomes more difficult, the tendency for those in the low-achieving group to omit the item increases dramatically, often reaching above fifty per cent. This tendency for low achievers to omit an item rather than guess on it is clearly unique to adults.[2]

Accuracy of Information

Human error on the part of NALA tutors recording responses could have affected some findings. It was hoped

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[1]Otto and Ford, p. 45.

[2]Bjorn Karlsen, "Educational Achievement Testing with Adults: Some Research Findings," Adult Basic Education: The State of the Art, pp. 99-100.

that mistakes of this kind were minimized by construction of data gathering instruments that were efficiently structured and simple to interpret and administer.

Coding of Data

All data from the Sample Survey were coded into numerical response categories. In many cases, a direct number-to-number code was possible, as in age and test scores. In others, qualitative information was placed in categories logically generated by the data itself. It was recognized that a degree of precision was lost in this process. In some cases, mutually exclusive categories could not be formed (e.g., student's physical handicaps), and the information was grouped into categories reflecting the descriptive terms used by the tutors in responding.

Transfer of Data

All data resulting from the Sample Survey were transferred by the investigator onto Optical Scanning Corporation answer sheets for data processing. It was assumed that few errors were introduced through this intervening procedure.

TABLE 1

NALA SURVEY TIMETABLE

Leader Survey	
September 1, 1970	Letter-questionnaire
September 15, 1970	Follow-up letter
September 28, 1970	Follow-up letter
October 14, 1970	Phone calls (6)
Sample Survey, Part One	
October 29, 1970	Advance letter
November 2, 1970	Test package
November 12, 1970	Follow-up letter
November 24, 1970	Follow-up letter
December 7, 1970	Follow-up Christmas greeting
January 8, 1971	Follow-up letter
February 1, 1971	Announced deadline for return of materials
Sample Survey, Part Two	
February 12, 1971	Reminder letter
April 9, 1971	Reminder letter
May 14, 1971	Reminder letter
June 1, 1971	Announced deadline for return of materials
June 11, 1971	Follow-up letter
June 25, 1971	Follow-up letter
August 24, 1971	Phone call (1)
August 27, 1971	Phone call (1)
August 30, 1971	Phone call (1)

Mail Returns

Mail Returns: Leader Survey

The main purpose of the Leader Survey was to determine which tutors were currently teaching. From this information, the population for study was defined and the sample selected.

On September 1, 1970, combination letter-questionnaires were sent to 119 NALA leaders. A 100% response was achieved 44 days later. The number and cumulative total returns by day and month are in Table 2.

The largest response on any single day was 15, coming 21 days after the initial mailing and six days after the first follow-up letter. Fifty-three per cent of all responses were in by then and returns steadily decreased until the forty-fourth day, when six phone calls were required to attain 100% (see per cent cumulative returns in Figure 3).

Mail Returns: Sample Survey Part One

Test packages containing all study materials were sent to 1,000 tutors on November 2, 1970. By May 25, 1971, 930 or 93% had responded to the study. The number and cumulative total returns by day and month are in Table 3. Although a deadline of February 1, 1971, had been announced, 113 returns were received after January 31. For the purposes of this study it was not important when test materials were received. The critical factor was the number of instructional hours that were given between the administration of ABLE,

form A, and form B. As long as this instruction did not exceed 50 hours, the return was considered for analysis.

In Figure 4 can be seen the percentages and types of response and non-response. A total of 41.3% of the tutors were found to be not teaching, despite indications to the contrary by information provided in the Leader Survey. The 50.9% that participated in the study represented 509 tutor-student pairs or 1,018 individuals. The response patterns of study participants and those not teaching were compared in Figure 5. As might be expected, during the first 10 days, returns of those not teaching more than doubled those of tutors that ultimately participated in the study. The pattern of the total response--combining both those participating and not teaching--is in Figure 6. Examination of the per cent cumulative returns (Figure 7) revealed that fully 45.5% of all returns were received in the first of the seven months required to obtain a 93% response rate.

Mail Returns: Sample Survey
Part Two

The returns of this phase of the study consisted of ABLE, form B, and the Student Record with program information. These were returned after 50 hours of instruction or by June 1, 1971, whichever occurred first. The materials were also returned at any time a student separated himself from the NALA program. Minimal information needed to constitute a response was the student's stated reason for leaving the program.

The first return came on January 4, 1971, and the last three were elicited by telephone on August 24, 27, and 30 of the same year (see Table 4). Valid responses were obtained from 100% of the 509 tutor-student pairs. The frequency pattern in Figure 8 illustrates the response to the June 1 deadline, when 87 returns were received. Eighty-five per cent of all returns were received in May, June, and July, with 52% returned in June alone (see Figure 9).

Examination of Participants and Those Not Teaching

Within the 930 respondents to the Sample Survey, Part One, there were 413 tutors who indicated they were not teaching. To determine if there was any pattern to the "not teaching" response, data from the Leader Survey and the Sample Survey, Part One, were examined. Every group with more than six members in the sample experienced some degree of shrinkage due to the 7% non-response and the 41.3% not teaching. Nine of the 105 original groups could not be studied because of this shrinkage.[1] In one case, however, a group discontinued its membership. The eight other groups were quite small, with a combined total of only 17 tutors chosen in the sample.

Figure 10 examined the 96 participating groups and the relationships between the NALA members teaching adults, selected in the sample, and participating in the study. The

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[1]The 96 groups that participated in the study are illustrated on the map in Figure 1.

graph was constructed with the group with the largest population of members teaching adults to the left, with the others in decreasing order to the right. The second line is similar in shape to the top line, for it reflects 63% of its value--the sampling fraction. The bottom line--representing the study participants--shows considerable variability, but holds to the general proportional pattern of the two lines above.

In Table 5, the data were examined by NALA Regions. As can be seen, all regions experienced similar patterns of shrinkage, with the largest disparity only 14.1% between the Southeast and South Central regions.

The unanticipated phenomenon of large numbers of tutors not teaching occurred in a rather random fasnion throughout most NALA groups and regions, and so was not considered to seriously affect the representativeness of the sample.

TABLE 2

NUMBER AND CUMULATIVE TOTAL
OF NALA LEADER SURVEY RETURNS BY DAY AND MONTH

Day of Month	September		October	
	#	Total	#	Total
1	-	-	1	98
2	-	-	3	101
3	-	-	*	*
4	-	-	*	*
5	*	*	4	105
6	*	*	-	-
7	*	*	-	-
8	1	1	-	-
9	12	13	1	106
10	5	18	*	*
11	4	22	*	*
12	*	*	6	112
13	*	*	1	113
14	11	33	6	119
15	3	36	-	-
16	3	39	-	-
17	5	44	-	-
18	5	49	-	-
19	*	*	-	-
20	*	*	-	-
21	15	64	-	-
22	11	75	-	-
23	3	78	-	-
24	9	87	-	-
25	1	88	-	-
26	*	*	-	-
27	*	*	-	-
28	8	96	-	-
28	1	97	-	-
30	-	-	-	-
31			-	-

*Weekends, holidays

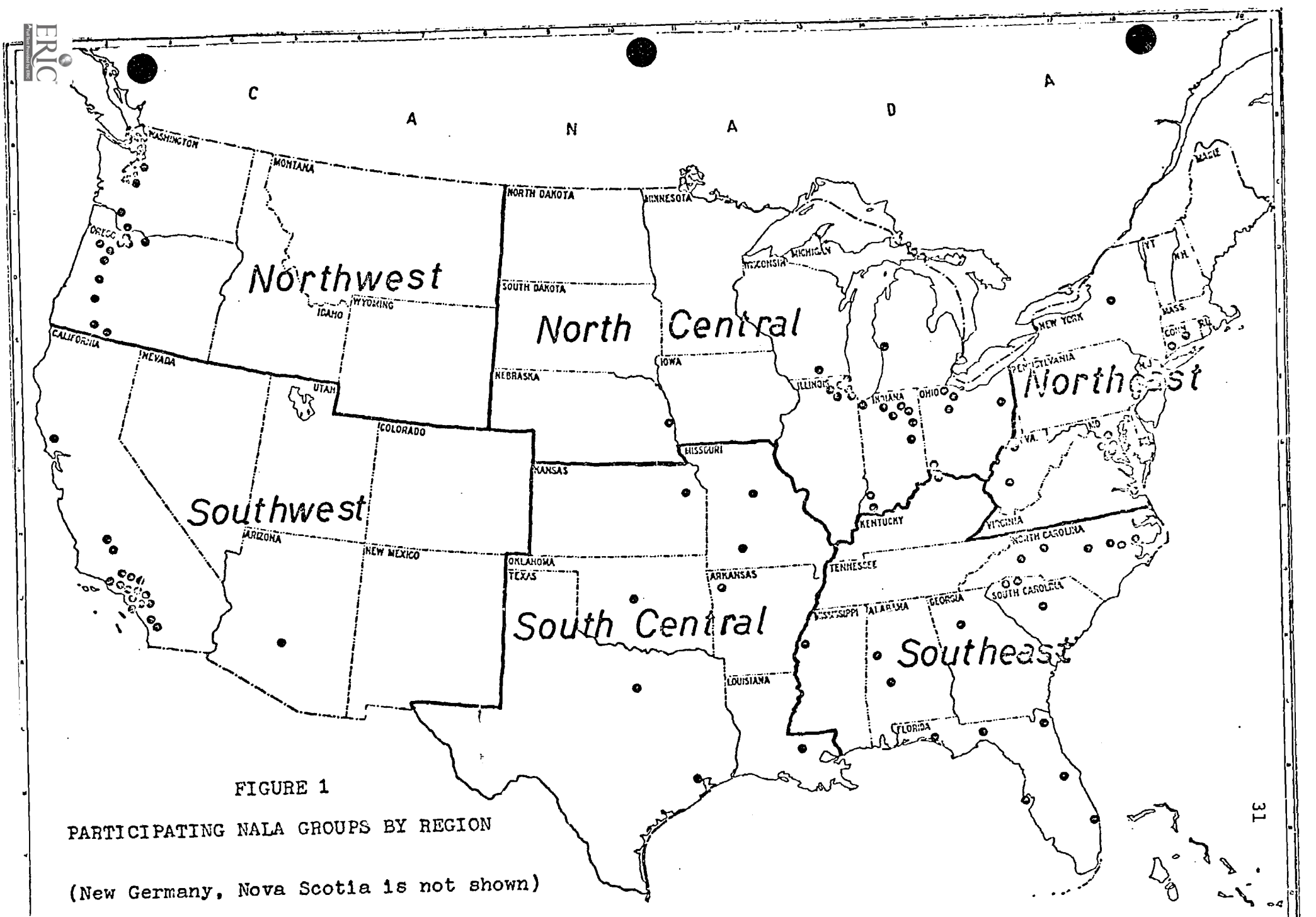


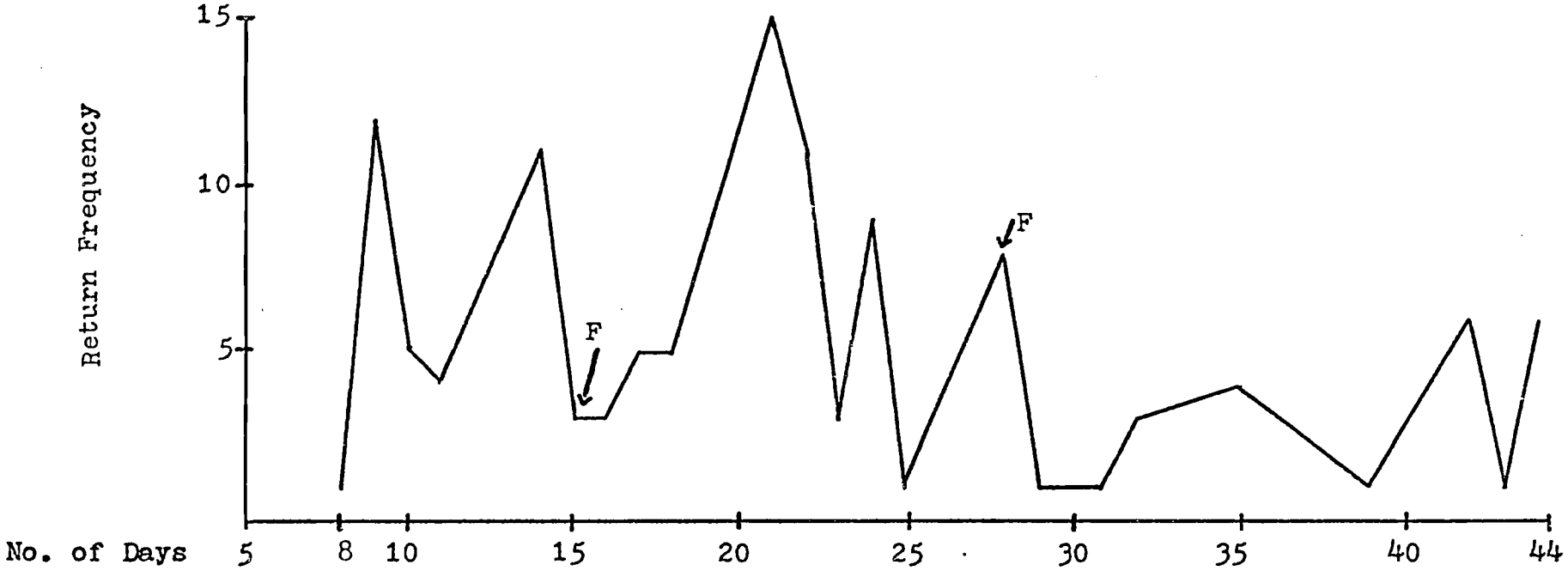
FIGURE 1

PARTICIPATING NALA GROUPS BY REGION

(New Germany, Nova Scotia is not shown)

FIGURE 2

NUMBER OF LEADER SURVEY RETURNS BY DAYS



F = Follow-up letter

FIGURE 3

PERCENT CUMULATIVE RETURN OF LEADER SURVEY BY DAYS

(N = 119)

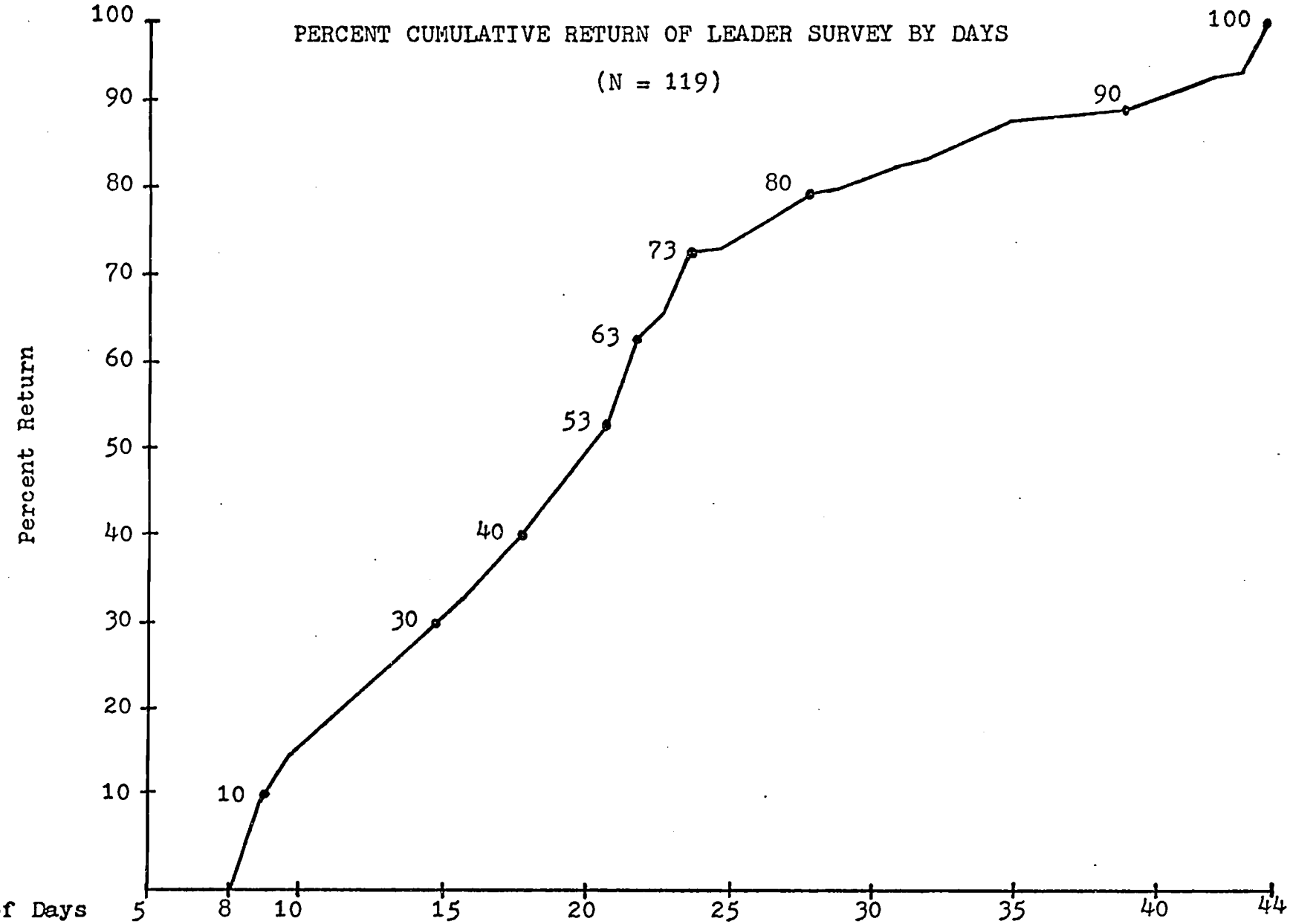


TABLE 3

NUMBER AND CUMULATIVE TOTAL OF RETURNS BY DAY AND MONTH, SAMPLE SURVEY, PART ONE

Day of Month	November		December		January		February		March		April		May	
	#	Total	#	Total	#	Total	#	Total	#	Total	#	Total	#	Total
1	-	-	14	469	*	*	19	816	1	871	1	912	*	*
2	-	-	11	480	*	*	6	822	-	-	1	913	*	*
3	-	-	18	498	*	*	4	826	-	-	*	*	-	-
4	-	-	17	515	6	669	7	833	-	-	*	*	-	-
5	3	3	*	*	-	-	6	839	-	-	5	918	-	-
6	9	12	*	*	2	671	*	*	*	*	2	920	1	927
7	*	*	39	554	1	672	*	*	*	*	2	922	1	928
8	*	*	2	556	4	676	6	845	1	872	-	-	*	*
9	82	94	14	570	*	*	-	-	-	-	-	-	*	*
10	16	110	7	577	*	*	1	846	1	873	*	*	-	-
11	23	133	11	588	7	683	3	849	1	874	*	*	-	-
12	22	155	*	*	4	687	1	850	3	877	1	923	-	-
13	23	178	*	*	9	696	*	*	*	*	-	-	-	-
14	*	*	25	613	10	706	*	*	*	*	1	924	-	-
15	*	*	4	617	11	717	-	-	-	-	-	-	*	*
16	58	236	3	620	*	*	10	860	-	-	-	-	*	*
17	8	244	5	625	*	*	1	861	-	-	*	*	-	-
18	34	278	5	630	18	735	1	862	-	-	*	*	-	-
19	23	301	*	*	1	736	2	864	-	-	1	925	-	-
20	40	341	*	*	5	741	*	*	*	*	1	926	1	929
21	*	*	15	645	6	747	*	*	*	*	-	-	-	-
22	*	*	3	648	8	755	4	868	-	-	-	-	*	*
23	42	383	2	650	*	*	-	-	2	879	-	-	*	*
24	12	395	4	654	*	*	-	-	4	883	*	*	-	-
25	10	405	*	*	22	777	1	869	10	893	*	*	1	930
26	-	-	*	*	4	781	1	870	4	897	-	-	-	-
27	33	438	*	*	6	787	*	*	*	*	-	-	-	-
28	*	*	4	658	2	789	*	*	*	*	-	-	-	-
29	*	*	2	660	8	797			11	908	-	-	*	*
30	17	455	-	-	*	*			2	910	-	-	*	*
31			3	663	*	*			1	911			-	-

*Weekends, holidays

FIGURE 4

SAMPLE SURVEY, PART ONE, RESPONSE RATE AND PARTICIPATION IN STUDY

(N=1,000)

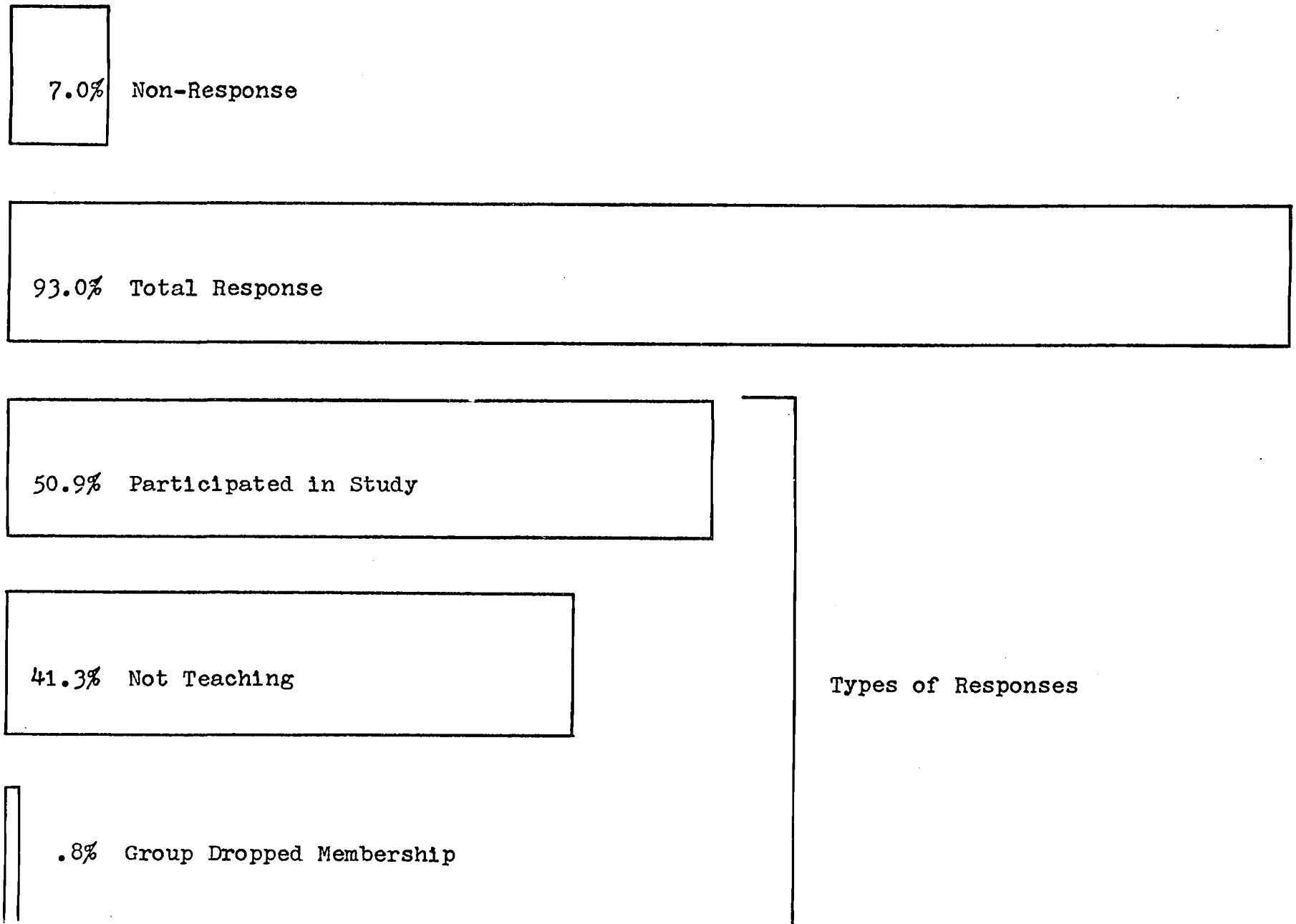
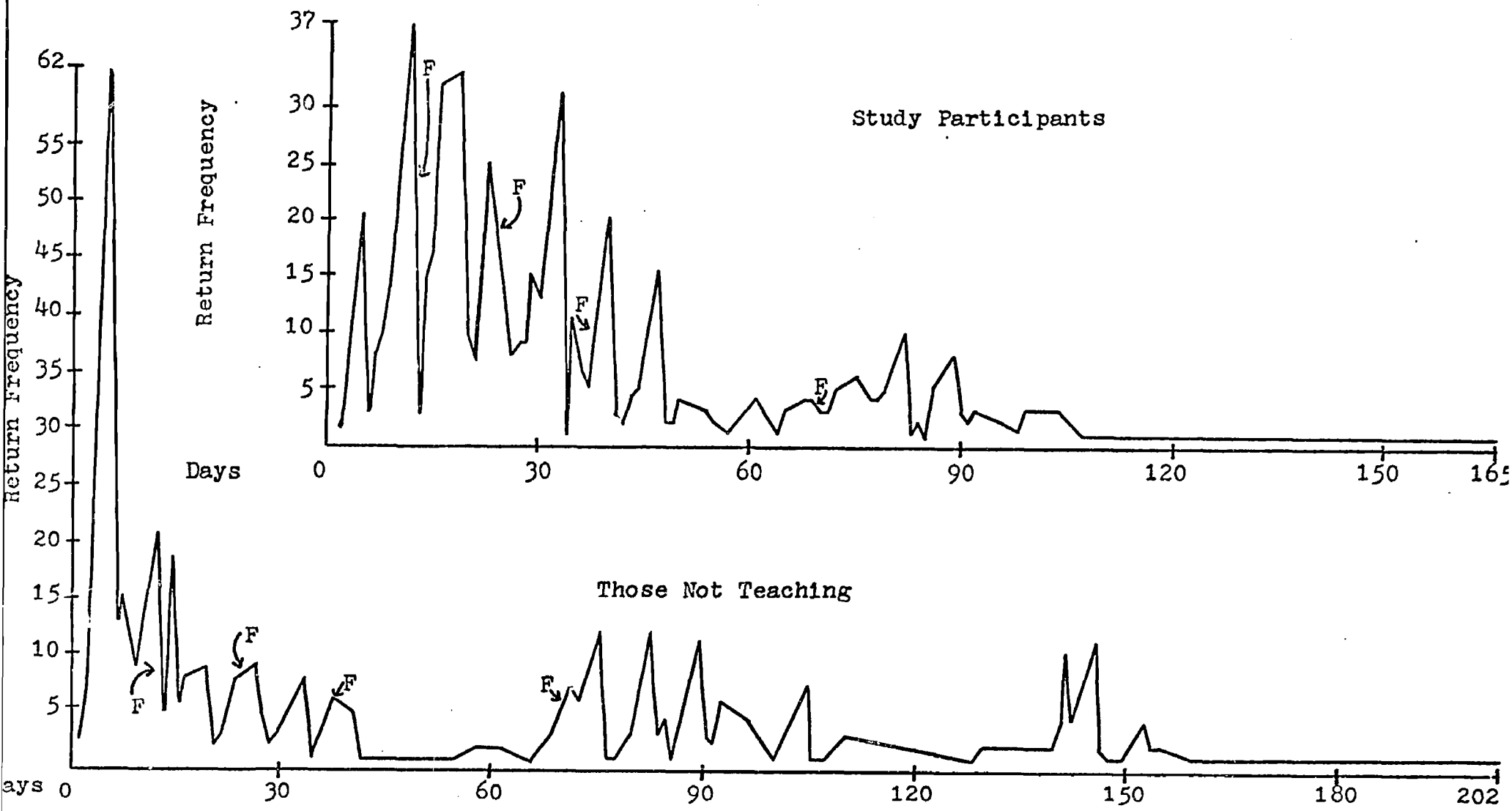


FIGURE 5

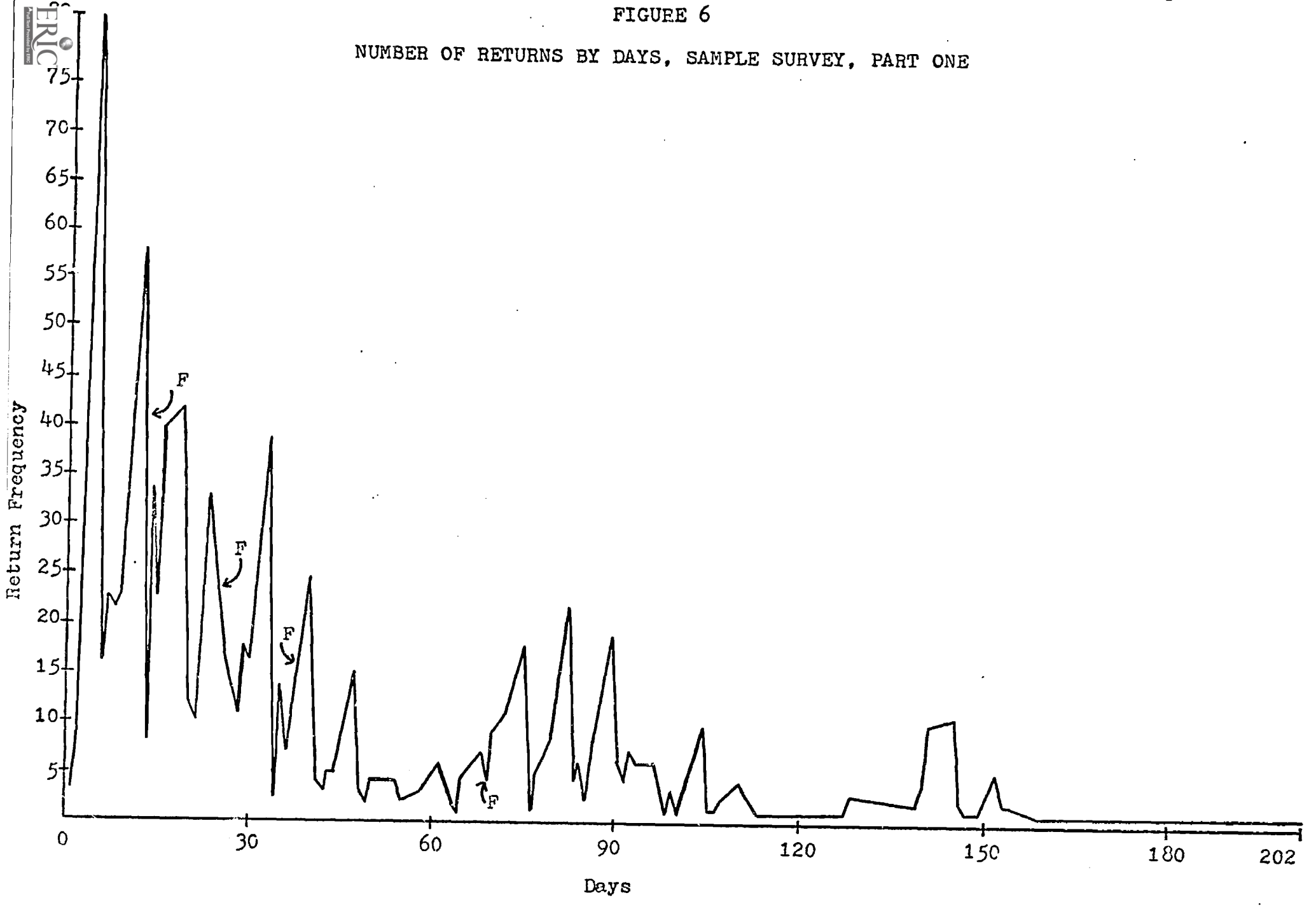
COMPARISON OF RESPONSE PATTERNS OF STUDY PARTICIPANTS AND THOSE NOT TEACHING



F = Follow-up letter

FIGURE 6

NUMBER OF RETURNS BY DAYS, SAMPLE SURVEY, PART ONE



F = Follow-up letter

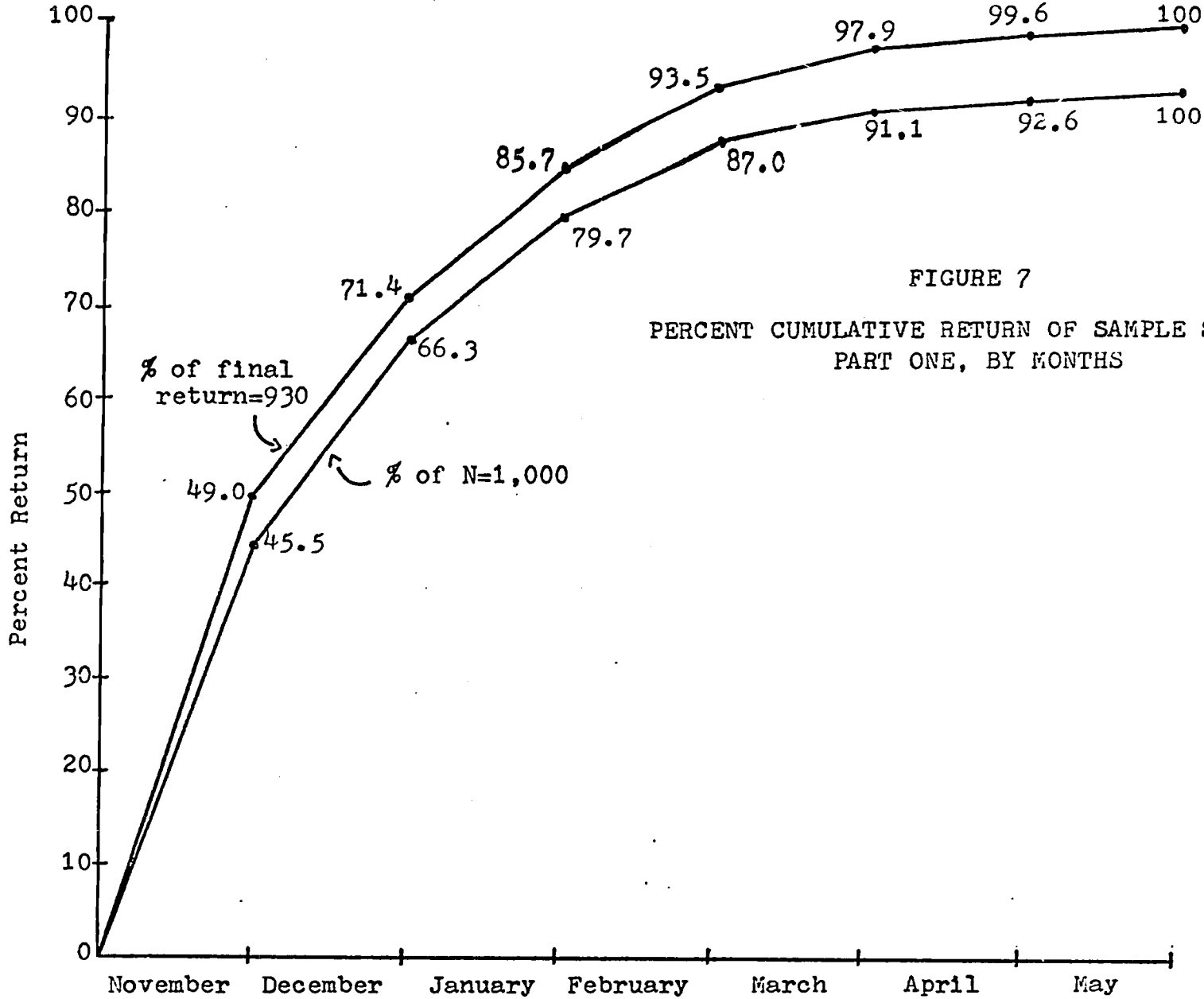


FIGURE 7

PERCENT CUMULATIVE RETURN OF SAMPLE SURVEY, PART ONE, BY MONTHS

TABLE 4

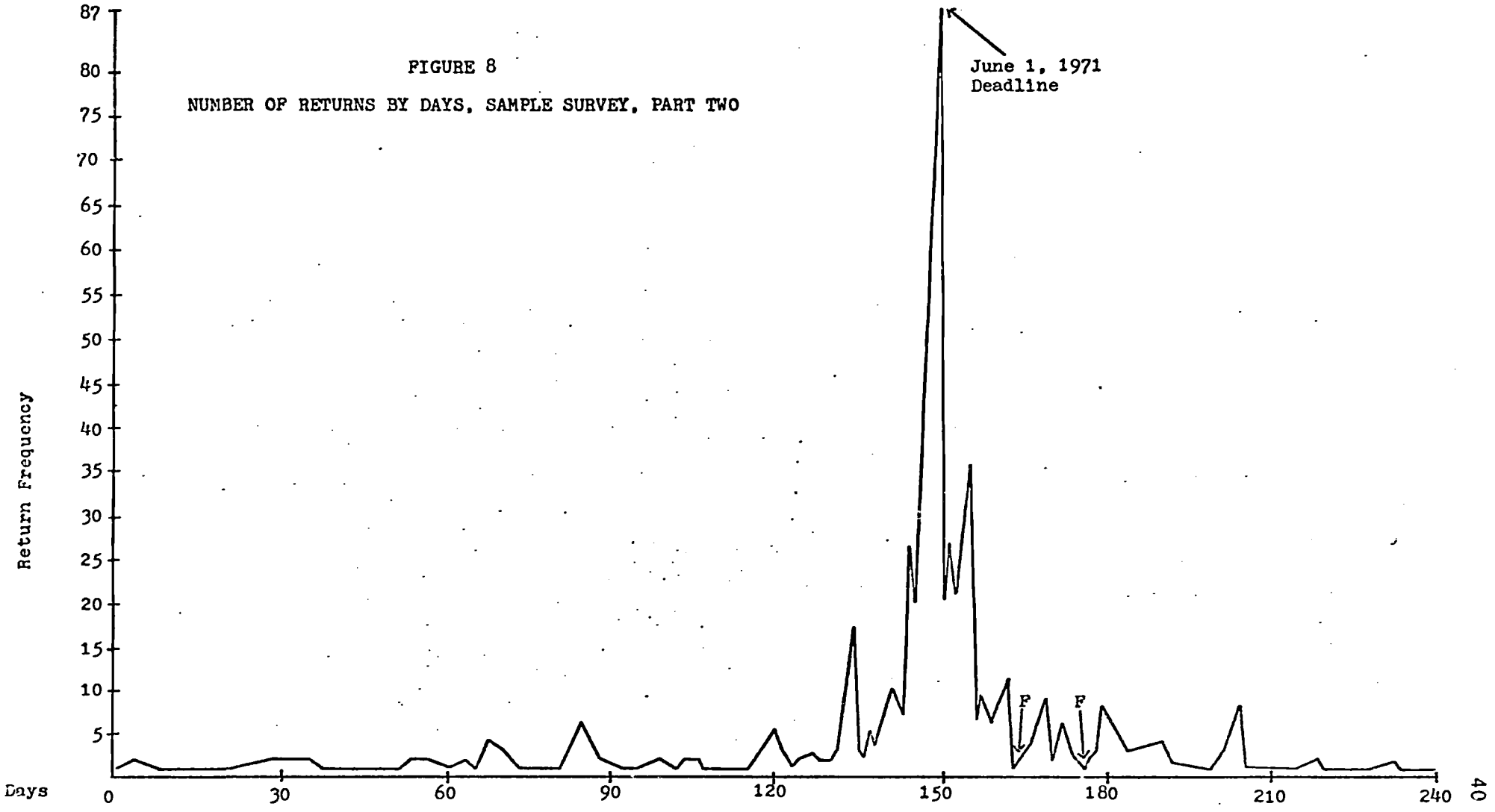
NUMBER AND CUMULATIVE TOTAL OF RETURNS BY DAY AND MONTH, SAMPLE SURVEY, PART TWO

Day of Month	January		February		March		April		May		June		July		August	
	#	Total	#	Total	#	Total	#	Total	#	Total	#	Total	#	Total	#	Total
1	*	*	2	10	2	24	2	47	*	*	87	277	8	464	*	*
2	*	*	-	-	-	-	-	-	*	*	20	297	7	471	1	497
3	*	*	-	-	-	-	*	*	5	67	26	323	*	*	-	-
4	1	1	-	-	-	-	*	*	3	70	21	344	*	*	1	498
5	-	-	-	-	1	25	1	48	2	72	*	*	*	*	1	499
6	-	-	*	*	*	*	-	-	1	73	*	*	3	474	-	-
7	2	3	*	*	*	*	-	-	2	75	35	379	-	-	*	*
8	-	-	2	12	2	27	1	49	*	*	6	385	-	-	*	*
9	*	*	-	-	-	-	-	-	*	*	9	394	-	-	2	501
10	*	*	1	13	1	28	*	*	3	78	8	402	*	*	1	502
11	-	-	1	14	-	-	*	*	2	80	6	408	*	*	-	-
12	1	4	-	-	4	32	2	51	2	82	*	*	4	478	-	-
13	1	5	*	*	*	*	-	-	2	84	*	*	-	-	-	-
14	-	-	*	*	*	*	-	-	3	87	11	419	2	480	*	*
15	1	6	-	-	3	35	1	52	*	*	1	420	-	-	*	*
16	*	*	-	-	-	-	2	54	*	*	2	422	-	-	1	503
17	*	*	1	15	-	-	*	*	17	104	-	-	*	*	-	-
18	1	7	1	[illegible]	1	36	*	*	3	107	4	426	*	*	1	504
19	-	-	1	17	1	37	2	56	2	109	*	*	-	-	-	-
20	-	-	*	*	*	*	1	57	5	114	*	*	-	-	-	-
21	-	-	*	*	*	*	1	58	4	118	9	435	1	481	*	*
22	-	-	1	18	-	-	-	-	*	*	2	437	-	-	*	*
23	*	*	1	19	-	-	-	-	*	*	6	443	3	484	2	506
24	*	*	1	20	1	38	*	*	10	128	4	447	*	*	1	507
25	1	8	-	-	1	39	*	*	9	137	3	450	*	*	-	-
26	-	-	2	22	-	-	1	59	7	144	*	*	8	492	-	-
27	-	-	*	*	*	*	-	-	26	170	*	*	1	493	1	508
28	-	-	*	*	*	*	1	60	20	190	1	451	1	494	*	*
29	-	-			6	45	2	62	-	-	2	453	1	495	*	*
30	*	*			-	-	-	-	*	*	3	456	1	496	1	509
31	*	*			-	-			*	*			*	*	-	-

*Weekends, holidays

FIGURE 8

NUMBER OF RETURNS BY DAYS, SAMPLE SURVEY, PART TWO



F-Follow-up letter

FIGURE 9

PERCENT CUMULATIVE RETURN OF SAMPLE SURVEY

PART TWO, BY MONTHS (N=509)

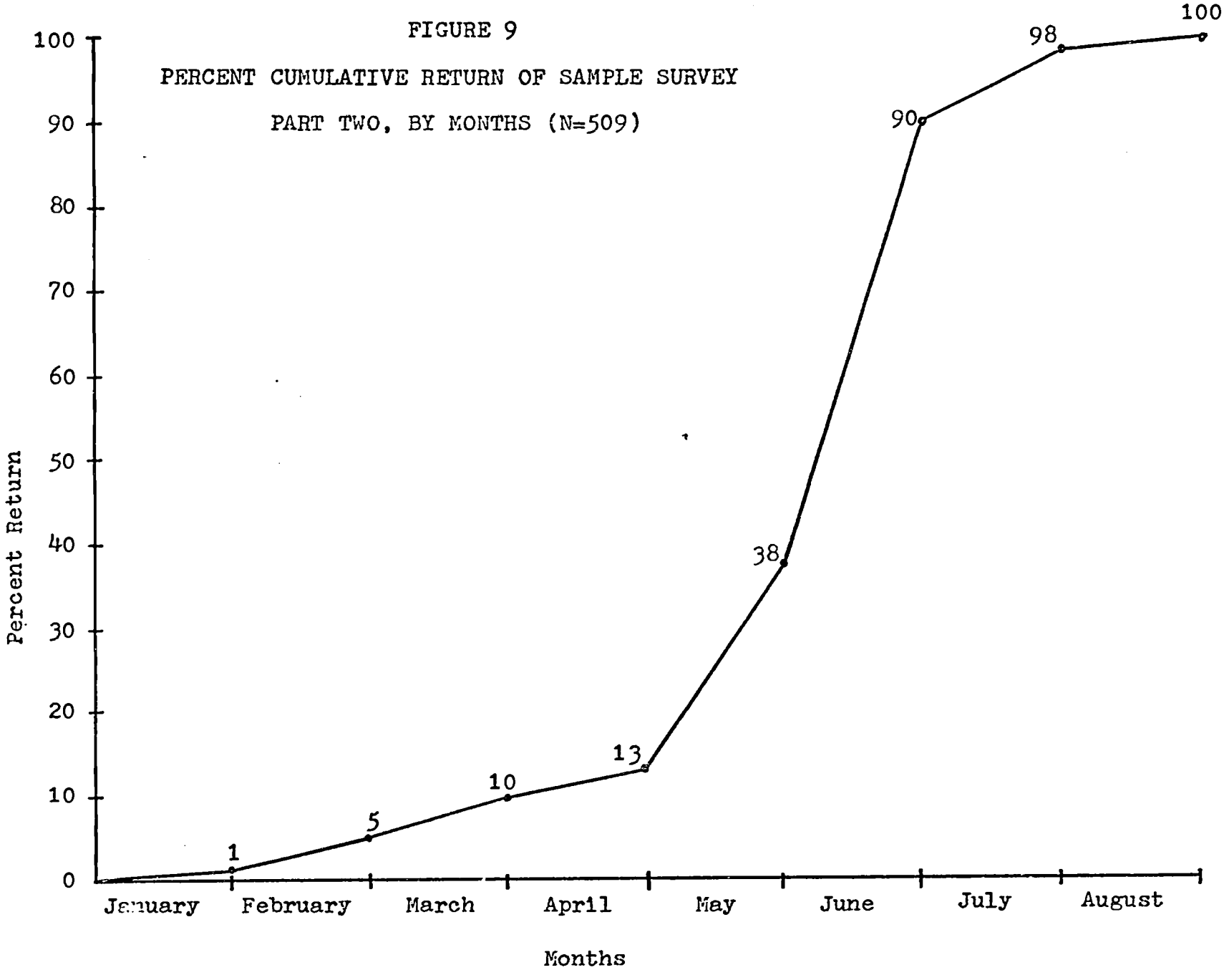


FIGURE 10

NUMBER OF NALA MEMBERS WHO WERE TEACHING, CHOSEN IN SAMPLE, AND PARTICIPATED IN STUDY BY GROUPS

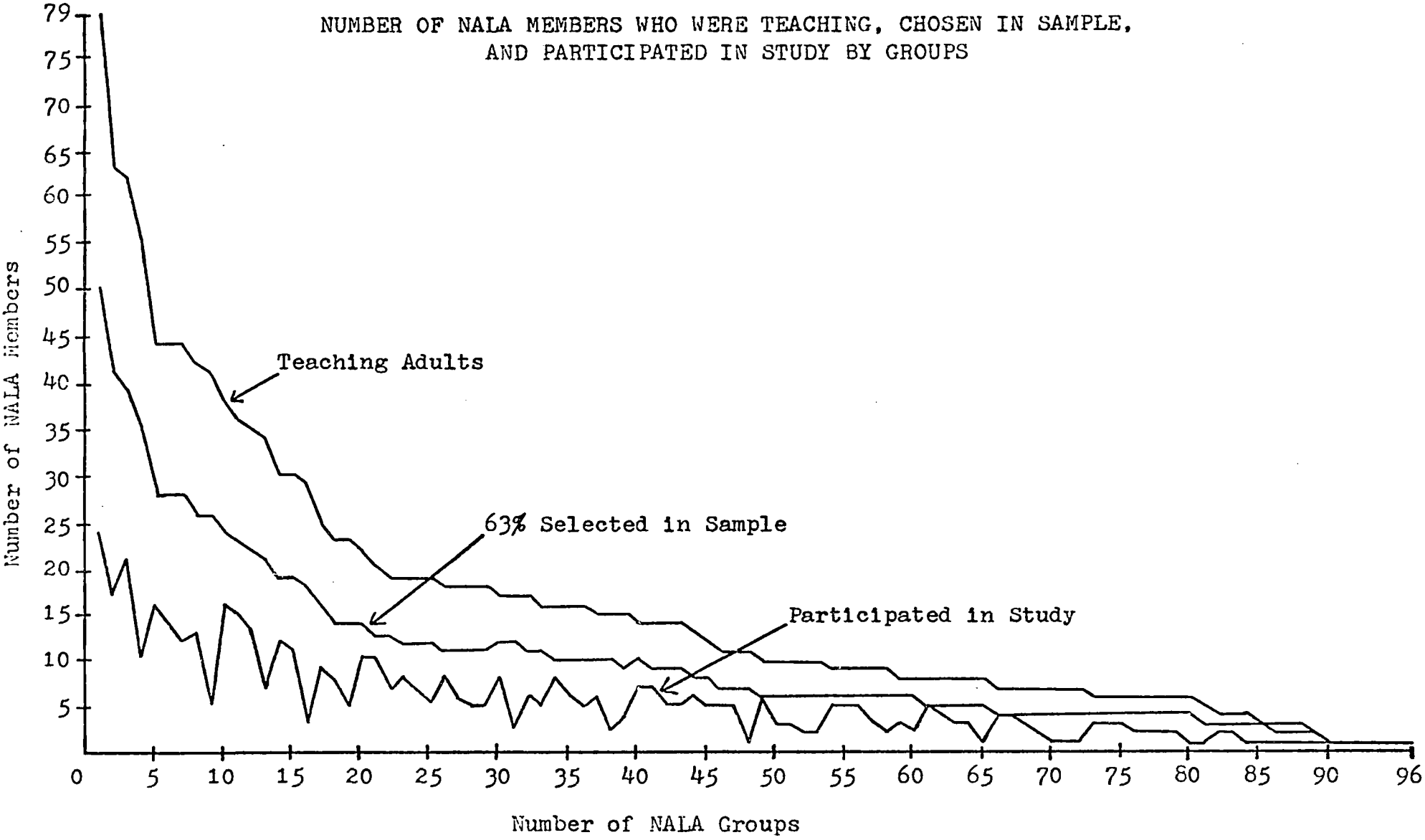


TABLE 5

NUMBER AND PERCENT OF TUTORS SELECTED IN THE SAMPLE THAT PARTICIPATED IN THE STUDY BY REGION

Region	Number Selected	Number Participated	Percent Participated
Northeast	97	47	48.4
Southeast	184	84	45.6
North Central	279	140	50.1
South Central	67	40	59.7
Northwest	187	94	50.2
Southwest	186	104	55.9
NALA Total	1,000	509	50.9

FINDINGS[1]

Tutors were a relatively homogeneous group, characteristically born in the United States, white, college-educated, female, between 40 and 60 years old.

Students were about evenly divided by sex. The average age was 36. About 45% were white, 25% Mexican-American, 24% black, and 6% oriental. Sixty-two percent were born in the United States. About 62% were English speakers, 32% literate non-English speakers, and 6% were non-English speakers illiterate in their native language. Most students were married and had at least one child living at home. They lived in an urban area in a rented house or apartment. One-third had lived at their current address for a year or less. Over half were currently employed full time and were the chief wage earners in their households. The mean personal income was $5,136. The typical student had completed grades 5 or 6 in school.

More than a third said they wanted to learn to read and write for their own self-improvement. More students first heard of volunteer classes from a friend or relative than through the mass media. Students were mostly taught in their own homes on a one-to-one basis, once a week for an hour. Seventy-five percent had been taught for a year or less. The New Streamlined English Series was used as a basic text by 94%.

A total of 68.5% of the students demonstrated positive reading grade level change with 15.1%, no change, and 16.4%, negative change. The mean number of instructional hours

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[1] See Tables 6-9.

between the pretest and posttest was 27.

There were significant differences in reading change by ethnic group and the associated variables of place of birth, language status, and region. Mexican-Americans and orientals had the highest percentage gains, followed by whites and blacks. Previous educational attainment was also related to reading change with most students with higher levels of formal schooling achieving greater gains. The notable exception was whites, with large proportions of students completing grades 7-11, but considerably less reading gains than Mexican-Americans and orientals. The number of hours taught and length of each class were related to reading change. Generally, students taught for more hours gained more, and students taught in classes lasting more than one hour showed higher gains.

A total of 25.1% of the students who took the pretest dropped out of the program during the course of the ten-month study. Among the specific reasons for leaving, "moving" was the most common with 6.5%; job-related, 5.5%; sickness, 4.5%; personal-domestic, 2.9%; and all others, 5.7%.

None of the selected tutor characteristics were found to be meaningfully associated with student reading grade level change or persisters and dropouts.

Recommendations

This study has generated a number of questions and answers that lend themselves to the formulation of recommendations to volunteer literacy education practitioners and those engaged in literacy research;

1. The study found that, overall, students in this volunteer literacy education program achieved significant reading improvement as measured by the ABLE tests. Some students, however, improved more than others. Previous educational attainment alone does not appear to account for the difference in positive reading change between the foreign-born Mexican-Americans and orientals and the lower-achieving whites and blacks. Even within the foreign-born population, about 20% fewer of the illiterate non-English speakers demonstrated positive reading change than literate non-English speakers. It is recommended that future studies investigate these subpopulations in an effort to account for differences in reading achievement.

This study found that Mexican-Americans and orientals wanted to learn to read and write to communicate with people around them, while whites and blacks were primarily interested in "self-improvement." This suggests a possible difference in student motivation.

Practitioners should be aware that all students taught by volunteers are not alike in terms of achievement and should receive different instructional emphasis. Tutor training should also reflect distinctions in student subpopulations. Although this study did not specifically investigate student motivation, the investigator encourages practitioners to emphasize the relationship between students' developing literacy skills and specific needs in their familial, social,

political, religious, or economic life. This would seem most pertinent for white and black students born in the United States.

2. Although Mexican-Americans and orientals had the greatest positive reading change, they also shared the highest dropout rates. Significant differences were found among their specific reasons for leaving the program. The most frequently given reason was "to move." It is recommended that practitioners optimize their programming to service this highly mobile foreign-born population. This problem may be approached by decreasing student mobility by assistance with housing and vocational placement, or by developing a highly concentrated reading program in anticipation of short-term student residency.

3. A total of 39.7% of the students first heard about volunteer literacy lessons through a friend or relative, compared to only 9.6% of the tutors. This difference in the extent of interpersonal communications concerning literacy education suggests possible distinctions in more generalized communication patterns. It is recommended that interpersonal communications and mass media use by illiterates be studied and compared with existing data on larger U.S. populations. One assumption that might be investigated is that illiterates obtain most of their news via the broadcast media, and that the inability to read does not prevent adequate interpretation of news disseminated through broadcast media.

Practitioners may apply an interpersonal approach to future student recruiting, using door-to-door canvassing in addition to mass media. Neighborhood and ethnic organizations might also be asked to disseminate news of literacy classes.

4. This study found significant differences among various student demographic and program-related characteristics and reading grade level change and persisters and dropouts. Other aspects of students should be investigated in relationship to reading achievement and dropout patterns. Among these are student attitudes that reflect life satisfaction, self-esteem, anomia, values, authoritarianism, and attitudes toward other people.

An underlying assumption of volunteer literacy education is that a beneficial social relationship develops between tutors and students. A study should be designed to determine a) if student attitudes are modified by the total volunteer educational experience and b) if these modifications are more highly related to reading achievement or the interpersonal, social aspects of the program.

5. This study found few meaningful relationships between tutor demographic and program-related characteristics and student reading grade level change and dropouts and persisters. If, indeed, the tutor input does affect these things, investigators may look at other tutor aspects, such as attitudes or actual competence with instructional reading materials and teaching methodology.

Laubach[1] found that a short-term workshop did not effect a permanent change in tutor attitudes. It is recommended that a study be developed to determine appropriate tutor attitudes prior to any teaching. These attitudes would then be compared to future student reading achievement and dropout patterns.

Another area for investigation is tutor mastery of the instructional materials and teaching methodology. Appropriate tests of competency should be developed and then administered at the conclusion of tutor training workshops. These results could then be compared to future student reading achievement and drop out patterns.

6. It is recommended that individual literacy councils adopt a regular testing program and a standardized data collection procedure for all students and tutors. This would assist groups in evaluating their own progress and help identify specific program problems and strengths.

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[1]Laubach, A Measurement of the Educational Relevance of a Short-term Training Program for Adult Literacy Teachers, p. 11.

TABLE 6

SELECTED TUTOR CHARACTERISTICS

(N = 509)

Sex	No.	%
Male	45	8.8
Female	464	91.2
Age		
16-20	5	1.0
21-30	35	6.9
31-40	58	11.4
41-50	135	26.5
51-60	143	28.0
61-70	91	17.9
71-80	41	8.1
81-90	1	.2
Ethnic Group		
White	502	98.6
Black	6	1.2
American Indian	1	.2
Place of Birth		
United States	487	95.6
Mexico	2	.4
Canada	10	2.0
Europe	9	1.8
Asia	1	.2
Marital Status		
Single	52	10.2
Married	383	75.3
Separated	1	.2
Divorced	20	3.9
Widowed	52	10.2
No Data	1	.2
Children Living At Home		
None	279	54.8
One	96	18.9
Two	65	12.8
Three	44	8.6
Four	20	3.9
Five-Eight	5	1.0

Job Record	No.	%
Held Job	475	93.3
Never Held Job	33	6.5
No Data	1	.2
Employment Status		
Full Time	108	21.2
Part Time	82	16.1
Looking for Work	9	1.8
Housewife	205	40.2
Retired	99	19.5
Full Time Student	6	1.2
Job Category		
Professional, Technical	103	20.2
Managers, Proprietors	15	2.9
Clerical	54	10.6
Sales	6	1.2
Craftsmen, Foremen	1	.2
Operatives	1	.2
Private Household	4	.8
Service	6	1.2
Laborers	1	.2
Farm Workers	0	0.0
No Data*	318	62.5

* "No Data" includes tutors in non-working categories.

Prior Experience Teaching Adults		
None	322	63.2
Secondary	25	4.9
College	25	4.9
ABE	9	1.8
English as 2nd Lang.	9	1.8
Paid Private Tutor	19	3.7
One-the-Job Inst.	17	3.3
Community Service Instr.	27	5.3
Church Activities Instr.	42	8.3
Others	14	2.8

TABLE 6 -Continued

Teaching Record	No.	%
Taught School	227	44.6
Never Taught School	282	55.4

Type of Current Professional Teaching		
None	432	84.8
Elementary	35	6.9
Special Education	1	.2
Secondary	17	3.3
College	6	1.2
ABE	3	.6
English as 2nd Language	3	.6
Paid Private Tutor	8	1.6
On-the-Job Instr.	4	.8

Personal Income		
$1,000-2,999	49	9.6
$3,000-4,999	20	3.9
$5,000-6,999	32	6.3
$7,000-8,999	21	4.1
$9,000-10,999	24	4.7
$11,000-15,999	30	5.9
$16,000-20,000	8	1.6
More than $20,000	6	1.2
No Data*	319	62.7

* "No Data" includes tutors in non-working categories

Earning Status in Household		
Chief Wage Earner	160	31.4
Not Chief Wage Earn.	343	67.4
No Data	6	1.2

Family Income		
$1,000-$2,999	7	1.4
$3,000-4,999	18	3.5
$5,000-6,999	38	7.5
$7,000-8,999	33	6.5
$9,000-10,999	64	12.6
$11,000-15,999	115	22.5
$16,000-20,999	64	12.6
$21,000-25,000	34	6.7
More than $25,000	36	7.1
No Data	100	19.6

Grades Completed	No.	%
Eight	2	.4
Nine	3	.6
Ten	2	.4
Eleven	12	2.4
Twelve	489	96.0
No Data	1	.2

College Education		
No College	113	22.2
Some College	126	24.8
College Graduates	269	52.8
No Data	1	.2

Graduate Degrees		
No Graduate Degree	433	85.0
Seminary Degree	5	1.0
Master's Level	66	13.0
Doctoral Level	4	.8
No Data	1	.2

State Certification		
Certified	198	38.9
Never Certified	311	61.1

How First Heard Of Volunteer Literacy		
Church	168	32.9
Friend/Relative	49	9.6
Literacy Organ.	70	13.8
Through Frank Laubach	49	9.6
Newspaper	117	23.0
Television	13	2.6
Radio	8	1.6
Magazine	6	1.2
Others	27	5.3
No Data	2	.4

Reasons Why Tutors Want to Teach		
To Help Others	282	55.3
Self-fulfillment	87	17.1
Religiously Motiv.	50	9.8
Enjoyment of Teach.	64	12.6
Other Reasons	13	2.6
No Data	13	2.6

TABLE 6--Continued

Current Number of Students Per Tutor	No.	%
One	360	70.6
Two	82	16.1
Three	25	4.9
Four	13	2.6
Five	9	1.8
More than Five	20	4.0
Students Taught In Last Year Per Tutor		
One	223	43.7
Two	102	20.0
Three	64	12.6
Four	29	5.7
Five	30	5.9
Six-Ten	38	7.5
More than Ten	21	4.2
No Data	2	.4
Tutors Career Total of Students		
One	176	34.6
Two	99	19.4
Three	62	12.2
Four	25	4.9
Five	34	6.7
Six-Ten	59	11.6
Eleven-Fifteen	21	4.1
Sixteen-Twenty	9	1.8
More than Twenty	20	3.9
No Data	4	.8
Time as Volunteer Tutor		
Less than 6 months	68	13.4
6 months to 1 year	273	53.6
2 years	84	16.5
3 years	43	8.4
4 years	20	3.9
5 years	4	.8
6-10 years	13	2.6
11-15 years	2	.4
No Data	2	.4

TABLE 7

SELECTED STUDENT CHARACTERISTICS

(N = 509)

Sex	No.	%
Male	259	50.9
Female	250	49.1
Age		
16-20	32	6.3
21-30	168	33.0
31-40	163	32.0
41-50	80	15.7
51-60	36	7.1
61-70	26	5.1
71-80	4	.8
Ethnic Group		
White	229	45.0
White, Mex-Span.	128	25.1
Black	120	23.6
Oriental	32	6.3
Place of Birth		
United States	318	62.5
Mexico	73	14.3
Canada	3	.6
Central America	6	1.2
South America	15	2.9
West Indies	25	4.9
Europe	28	5.5
Middle East	9	1.8
Asia	32	6.3
U. S. Citizenship		
U. S. Citizen	354	69.5
Non-Citizen	155	30.5
Language Status		
English Speaking	314	61.7
Non-English Literate	164	32.2
Non-English Illiterate	31	6.1

Language Spoken at Home	No.	%
English	348	68.2
Spanish	118	23.2
Portuguese	1	..2
German	3	.6
Italian/French	7	1.4
Greek	2	.4
Slavic Languages	9	1.8
Oriental Languages	14	2.8
Arabic/Hebrew	4	.8
Others	3	.6
Marital Status		
Single	109	21.4
Married	316	62.1
Separated	29	5.7
Divorced	29	5.7
Widowed	25	4.9
No Data	1	.2
Children Living at Home		
None	222	43.5
One	68	13.4
Two	73	14.3
Three	65	12.8
Four	34	6.7
Five	17	3.3
Six	9	1.8
Seven-Nine	20	4.0
No Data	1	.2
Job Record		
Held Job	393	77.2
Never Held Job	106	20.8
No Data	10	2.0
Employment Status		
Full Time	266	52.2
Part Time	45	8.8
Not Working-Injured	32	6.3
Looking for Work	31	6.1
Housewife	114	22.4
Retired	12	2.4
Full Time Student	8	1.6
No Data	1	.2

TABLE 7 -Continued

Job Category	No.	%
Professional, Technical	8	1.6
Managers, Proprietors	11	2.2
Clerical	9	1.8
Sales	0	0.0
Craftsmen, Foremen	34	6.7
Operatives	111	21.6
Private Household	35	6.9
Service	65	12.8
Laborers	33	6.5
Farm Workers	4	.8
No Data*	199	39.1

*No Data includes students in non-working categories.

Personal Income		
$1,000-2,999	51	10.0
$3,000-4,999	63	12.4
$5,000-6,999	52	10.2
$7,000-8,999	57	11.2
$9,000-10,999	21	4.1
$11,000-14,999	9	1.8
No Data*	256	50.3

*"No data" includes students in non-working categories.

Earning Status in Household		
Chief Wage Earner	270	53.0
Not Chief Wage Earner	210	41.3
Institutionalized	14	2.8
No Data	15	2.9

Family Income		
$1,000-2,999	37	7.3
$3,000-4,999	56	11.0
$5,000-6,999	53	10.4
$7,000-8,999	75	14.7
$9,000-10,999	49	9.6
$11,000-15,999	42	8.3
$16,000-20,000	4	.8
More than $20,000	2	.4
No Data	191	37.5

Types of Financial Assistance	No.	%
None	378	74.4
General	18	3.5
APTD	11	2.2
AFDC	14	2.8
AFDC-U	10	2.0
Social Security Only	31	6.0
Others	31	6.0
No Data	16	3.1

Time Receiving Financial Assistance		
Less than 6 months	21	4.1
6 months-1 Year	23	4.5
2-3 Years	21	4.1
4-5 Years	14	2.8
6-10 Years	11	2.2
11-15 Years	7	1.4
More than 15 years	7	1.4
No data*	405	79.5

*"No Data" includes students not receiving financial assistance.

Educational Attainment		
No school	43	8.4
Grades 1-2	47	9.2
Grades 3-4	81	15.9
Grades 5-6	73	14.3
Grades 7-8	90	17.7
Grades 9-10	71	13.9
Grade 11	23	4.5
High School Graduate	43	8.4
Post High School	23	4.5
No Data	15	3.2

Years Out of School		
Still Attending	10	2.0
1-5 Years	43	8.4
6-10 Years	75	14.7
11-15 Years	80	15.8
16-20 Years	57	11.2
21-25 Years	55	10.8
26-30 Years	45	8.8
31-40 Years	57	11.2
More than 40 Years	49	9.6
No Data*	38	7.5

*"No Data" includes students who never attended school.

TABLE 7--Continued

Reasons Students Did Not Graduate From School	No.	%
Still Attending	10	2.0
None Near Home	22	4.3
"Too Difficult"	77	15.1
Went to Work	97	19.1
Marriage	15	2.9
Sickness	9	1.8
Lost Interest	15	2.9
Other Reasons	40	7.9
No Data*	224	44.0

*"No Data" includes students who never attended school.

Reasons Students Want To Read and Write*		
Write Letters	13	2.0
Read Books, Mags., etc.	27	4.1
Read Bible	16	2.5
Read to Child	39	6.0
Driver's License	16	2.5
Citizenship	27	4.1
General Self-Improvement	231	35.8
Necessary for Communicating	96	14.8
Job Related	166	25.6
No Data	17	2.6

*Multiple responses were permitted. Total exceeds 509.

Educational Goals		
Finish Skill Books	165	32.5
Learn to Read and Write	30	5.9
Finish 8th Grade	38	7.5
Finish High School	129	25.3
Beyond High School	75	14.7
As Far as Possible	48	9.4
Others	3	.6
No Data	21	4.1

How Students Heard of Classes	No.	%
Public School	27	5.3
Employer	46	9.0
Church	25	4.9
Welfare Agency	33	6.5
Friend/Relative	202	39.7
Newspaper	47	9.2
Television	34	6.7
Radio	39	7.7
Magazine	2	.4
Others	45	8.8
No Data	9	1.8

Teaching Location		
Tutor's Home	130	25.5
Student's Home	152	29.9
Student's Place of Work	17	3.3
Church Facility	122	24.0
Community Service Facility	27	5.3
Public School	25	4.9
Other Public Facility	23	4.5
All Others	12	2.4
No Data	1	.2

Number of Hours Taught		
0-5	37	7.3
6-10	49	9.6
11-15	49	9.6
16-20	57	11.2
21-25	58	11.4
26-30	53	10.4
31-35	40	7.9
36-40	29	5.7
41-45	31	6.1
46-50	97	19.0
No Data	9	1.8

Method Taught		
One-to-One	448	88.0
Group	35	6.9
Some of Each	20	3.9
No Data	6	1.2

TABLE 7--Continued

Length of Each Class (In Minutes)	No.	%
0-30	10	2.0
31-60	243	47.7
61-90	156	30.6
91-120	70	13.8
More than 120	8	1.6
No Data	22	4.3

Number of Classes Per Week		
Less than One	4	.8
One	282	55.4
Two	185	36.3
Three	10	2.0
Four-Five	6	1.2
No Data	22	4.3

TABLE 8

FREQUENCY DISTRIBUTIONS OF GRADE SCORES FOR THE ADULT BASIC LEARNING EXAMINATION, LEVEL I, PRETEST (FORM A) AND POSTTEST (FORM B)

Grade Level	Pretest			Posttest		
	Number	Percent		Number	Percent	
0.0 - 0.9	87	17.1		35	8.5	
1.0 - 1.9	81	15.9		68	16.6	
2.0 - 2.9	68	13.4		48	11.7	
3.0 - 3.9	58	11.4	53.6%	36	8.8	63.2%
4.0 - 4.9	39	7.7	Third	53	12.9	Third
5.0 - 5.9	12	2.4	Grade	27	6.6	Grade
6.0	164	32.1	or	143	34.9	or
Total	509	100%	Over	410	100%	Over

TABLE 9

FREQUENCY DISTRIBUTION OF STUDENT GRADE LEVEL CHANGE

Direction and Degree of Change	Number	Percent	
+4.1 to +4.4	3	1.1	
+3.1 to +4.0	6	2.2	68.5%
+2.1 to +3.0	21	7.7	Positive
+1.1 to +2.0	74	27.2	Change
+0.1 to +1.0	82	30.2	
0	41	15.1	15.1% No Change
-0.1 to -1.0	33	12.1	
-1.1 to -2.0	11	4.0	16.4%
-2.1 to -2.4	1	.4	Negative
Total	272	100%	Change

TABLE 10

t TEST FOR GRADE SCORE DIFFERENCES, ABLE, FORMS A AND B

NALA Total	Mean Score ABLE A (in Months)	Standard Deviation ABLE A	Mean Score ABLE B (in Months)	Standard Deviation ABLE B	Mean Difference (in Months)	t Value
272	21.360	15.855	28.919	18.942	+7.559	11.1351*

*P < .001

Note.— Probability level is for a one-tailed test